

# INSPECTION REPORT

## **BASSETTS FARM PRIMARY SCHOOL**

Exmouth

LEA area: Devon

Unique reference number: 113120

Headteacher: Mrs Christine Jones

Reporting inspector: Mr Graham Haynes  
18064

Dates of inspection: 5<sup>th</sup> – 7<sup>th</sup> November 2001

Inspection number: 196856

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	St John's Road Exmouth Devon
Postcode:	EX8 4GB
Telephone number:	01395 275968
Fax number:	01395 274522
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Cope
Date of previous inspection:	16 <sup>th</sup> – 19 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Number of full-time pupils: 298 (bigger than average size)

Pupils with English as an additional language: 0.7% (lower than most schools)

Pupils entitled to free school meals: 18.5% (broadly in line with the national average)

Pupils on the register of special educational needs: 25% (broadly in line with the national average)

Pupils with statements of special educational needs: 1% (below the national average)

Average class size: 29.8

This primary school is situated in Exmouth, Devon. It caters for pupils aged from four to eleven years, drawn from the immediate locality on the east of the town. Almost all of the pupils are white and of UK heritage. Pupils come from a wide range of social backgrounds and their attainment on entry is varied, but below average. There is a fairly high level of mobility of pupils in all age groups.

### **HOW GOOD THE SCHOOL IS**

Bassetts Farm Primary is an effective school. At the end of Key Stage 2, pupils' results in National Curriculum tests are frequently above the national average, and the results of pupils in similar schools, in English and mathematics. At Key Stage 1, most pupils make at least steady progress, to often reach the national average over time, particularly in reading and writing. All pupils are consistently well taught in English, mathematics, science and a range of other subjects. The school is very well led. The governing body makes an excellent contribution to the work of the school. Good value for money is achieved.

#### **What the school does well**

- It brings about sustained improvement in pupils' attainment as they move through the school, in a range of subjects.
- There is a consistently good quality of teaching throughout the school, that is having a positive impact on pupils' attainment.
- Very strong teamwork provides a positive learning environment for the pupils.
- Good and improving management is provided by key staff as a result of very good leadership by the headteacher.
- Excellent work is carried out by the governing body in supporting and challenging the work of the school.

#### **What could be improved**

There are no major areas requiring improvement. The school is increasingly self-evaluative and there is a very strong commitment to maintaining and improving the standards achieved over time. The school improvement and development plan is of good quality. It sets out a shared agenda of actions that fully addresses what needs to be done to bring about further development.

Within the identified actions, priority should continue to be given to:  
continuing the many actions underway which focus on improving pupils' writing;  
improving the provision for the teaching and learning of science and ICT throughout the school;  
monitoring and evaluating the outcomes of improved provision in science and ICT for their impact on the standards of pupils' work.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Good overall improvement has taken place in addressing the four key issues identified then. Good improvement is evident in the breadth and quality of pupils' writing, particularly at Key Stage 2. The overall monitoring of standards and curriculum provision has improved very well. The quality of the assessment of pupils' work has improved well, especially in English and mathematics. Good improvement in the quality of planning for teaching and curriculum provision has taken place, to include learning objectives and activities that build on previous learning.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	A
Mathematics	B	B	C	B
Science	C	C	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Last year, the pupils' performance in national tests for eleven year olds was well above average in English, and average in mathematics and science. Pupils' performance in these subjects over the last five years has risen faster than the national trend. Pupils are achieving very well in English and well in mathematics when compared with pupils in similar schools. In science they are achieving in line with pupils in similar schools. The performance of both girls and boys in all core subjects exceeds the national average for their age group. The school is making good overall progress in reaching targets set for English and mathematics. In English, good overall progress is being made by pupils of all ages and abilities in relation to earlier attainment, including those with special educational needs and the few for whom English is an additional language. In mathematics, relative progress is average, while in science it is below average. Comparisons with prior attainment need to be made with some care, as there is a consistent and fairly high level of pupil mobility in all age groups.

The majority of children in the reception class are unlikely to reach all of the early learning goals for five year olds, despite many making at least satisfactory progress since entering the school. In the 2001 national tests for seven year olds, standards in mathematics were high. Reading results were average while writing scores were below average. Since 1997 overall standards have risen, particularly in mathematics, with the outstanding increase shown in the latest tests over those for 2000. Reading standards have varied, but broadly follow the national trend. Writing standards are falling slowly, reflecting the overall lesser ability of recent intakes of pupils, with actions taken by the school to bring about improvements yet to have a full impact. Some good work was seen in English, mathematics and science throughout the school. Sound standards and steady progress were seen in religious education. Standards in information and communication technology (ICT) were sound in such areas as text and data handling, with some good work being seen in several classes. Many pupils are making good progress in increasing their computer skills. In music, pupils

sing well. Portfolios of pupils' work and classroom displays show at least sound standards being achieved by most pupils in all subjects, with several examples of good, or very good, work being evident, for example, in art.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a positive approach to their work.
Behaviour, in and out of classrooms	Good, and sometimes very good.
Personal development and relationships	Good. Pupils undertake a range of appropriate responsibilities. They relate well to each other in lessons. Relationships with adults are good, often containing genuine warmth and affection.
Attendance	Satisfactory.

Pupils enjoy coming to school. The pupils' positive attitudes reflect the school's clear aims and their consistent implementation. There is a very positive ethos that is very evident in the day-to-day routines.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is of a consistently good quality throughout the school. Nearly three-quarters of teaching was good, with the remaining teaching evenly split between being satisfactory or very good. This is a good improvement since the last inspection when eight per cent of observed teaching was unsatisfactory. The teaching of literacy and numeracy skills reflects this overall quality and is enabling pupils to achieve well, particularly at Key Stage 2. Pupils of all abilities, including those with special educational needs, are well supported by teachers and teaching assistants and make good overall progress as they move through the school. Very good features of teaching include: the teachers' knowledge and understanding of English and mathematics; the effective use of a range of teaching methods that includes some perceptive use of questions to test pupils' learning; and the way in which pupils are positively managed. The deployment, use and input to lessons of teaching assistants are often very good. Pupils are able to use literacy and numeracy skills increasingly well in other lessons as they move through the school, such as in science and ICT.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a strong emphasis on English and mathematics. Good links between subjects provide for a good quality and range of learning opportunities. The school makes successful efforts to provide for equality of opportunity for all pupils and to include them in learning activities.
Provision for pupils with special educational needs	Good. The needs of these pupils are well met through classroom activities and the support provided in lessons by teachers and teaching assistants.
Provision for pupils with English as an additional language	Good. The needs of this very small group of pupils are well met by lessons and individual support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Moral and social development are strong features of pupils' development and consistently seen in the everyday life and routines of the school. Provision for spiritual and cultural development is sound. Cultural provision has improved satisfactorily to overcome the deficiencies identified during the last inspection.
How well the school cares for its pupils	Pupils are well cared for. Procedures to monitor and evaluate pupils' overall development and their progress in work are good and a developing aspect of the school's work.

The school is doing a good job in ensuring that pupils gain knowledge, understanding and skills from a broad range of lessons. The good links between subjects assist this provision. Teachers are hard working, get to know their pupils well and provide for their needs accordingly.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good and improving. The headteacher provides very good leadership and, as a result, the management roles of post holders have developed very well since the previous inspection. Headteacher, staff and the governing body form a strong and effective team.
How well the governors fulfil their responsibilities	Excellent. Governors work hard to support and challenge the school's work effectively. A very effective structure of formal meetings is complemented by well-defined, frequent contact with the school and its staff, parents and pupils. Governors act as a critical friend to the school. They have a clear view of school development.
The school's evaluation of its performance	Good and improving. A good range of evaluative actions is used with increasing effect to focus on pupils' achievements. The school improvement and development plan shows clarity of understanding about what needs to be done to bring about further improvements. It contains an appropriate agenda, reflecting the good capability of the school to be self-evaluative.
The strategic use of	Very good. Finances are managed well. Educational priorities are very

resources	well supported through the school's financial planning. The school applies the principles of best value very well.
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Teamwork is a key element in the successful work of the school. Staff at all levels are supportive of each other and work as a cohesive team. Governors and staff work closely together. There is a strong desire to maintain and improve standards of pupils' work and the quality of education being provided. The school's aims provide the basis for clear educational direction in its work. Staff and governors work hard to ensure the inclusion of all pupils in the learning opportunities being provided.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The way that children are expected to work hard</li> <li>• Their children like school</li> <li>• The good quality of teaching</li> <li>• They feel comfortable about approaching the school with questions or a problem</li> <li>• The progress their children make</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of activities outside of lessons</li> <li>• How closely the school works with them</li> <li>• Being kept well informed about how their children are getting on</li> </ul>

The inspection team confirms the positive views expressed by parents. With regard to those areas that a minority of parents would like to see improved, the team agrees that only a few activities are provided outside the lessons. The school has many ways in which it works in partnership with parents and provides a good amount of information for them, including some very good reports about pupils' progress and a very interesting website.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**It brings about sustained improvement in pupils' attainment as they move through the school, in a range of subjects.**

1. Children enter the reception class with a wide range of attainment levels that vary from poor to good. Overall attainment is generally below average with the current intake providing many challenges to the school, as it sets about improving the often low levels of children's social and learning skills. The school's objective is to ensure that pupils obtain a firm foundation of basic skills by the time they reach the end of Key Stage 1. This strategy is working soundly and is being achieved through pupils receiving a consistently good quality of teaching in all areas of learning.
2. The pupils' results in National Curriculum tests for seven year olds over the past four years show that a majority reach nationally expected levels and, in some years, standards comparable with schools with a similar percentage of pupils eligible for free school meals. However, comparison with similar schools needs to be made with some caution because Bassetts Farm has relatively high rates of pupil mobility and the number of parents taking seasonal and part-time work reduces the number of pupils receiving free school meals. In mathematics, high scores were achieved in 2001, both in comparison with the national average and in comparison with similar schools. This was a very considerable improvement over the previous year when overall results were below the national average. In reading, pupils' results remained in line with the national average while those for writing dipped to below this level. Results for both reading and writing indicated below average scores when compared with similar schools. Inspection evidence shows that pupils of all abilities make generally sound overall progress in these core areas of learning as they move from the reception year to Year 2. Some good rates of learning were seen in a range of lessons that included English, mathematics, science, ICT and art.
3. Pupils make increasingly good progress in Key Stage 2 classes. The pupils' results in National Curriculum tests for eleven year olds over the last five years show an improvement in English, mathematics and science that is above the national trend. Their overall scores in the three subjects are above the national average and above those achieved in similar schools. The successful strategy of establishing a firm foundation of basic skills at the end of Key Stage 1 helps this achievement to take place. The 2001 test results showed high scores in English when compared to the national average and the results of similar schools. Scores in mathematics were in line with the national average and above those in similar schools. In science, results were in line with the national average and those of similar schools. These results, when compared with the prior attainment of pupils, show above average improvement in English, average improvement in mathematics and below average improvement in science. Once again, the mobility of pupils makes direct comparisons less than straightforward, but the overall trend is one of improvement over time.
4. The 1997 inspection contained many references to standards that were at least in line with national expectations at both key stages. During the current inspection, samples of pupils' work in portfolios and exercise books showed similar levels of achievement in a range of subjects throughout the school. The National Strategies for Literacy and Numeracy have been effectively implemented. Pupils are making some good use of literacy and numeracy skills in other subjects. For example, literacy skills in phrasing questions were well used during an ICT lesson about constructing simple questionnaires. The school gets to know its pupils very well. Positive relationships and

good use of assessment information about pupils' work enable teachers to provide pupils of all abilities with lessons that are appropriate to their needs. For example, teachers' planning is often detailed, particularly for English and mathematics. Positive marking and careful analysis of pupils' work provide information that is being increasingly used to inform future teaching and learning. The positive and caring ethos of the school helps pupils to learn effectively in many subjects. Strong staff teamwork results in a good consistency of practice throughout the school. The curriculum contains a good breadth of lessons for all pupils, augmented by educational and residential visits, and musical and sporting events. One of the main reasons that pupils' progress is sustained through the school is the quality of teaching they receive.

**There is a consistently good quality of teaching throughout the school that is having a positive impact on pupils' attainment.**

5. The overall quality of teaching has strengthened since the 1997 inspection. Thirty-four out of 39 lessons contained good or very good teaching. The remaining five lessons contained satisfactory teaching. The very good teaching was seen in English, mathematics and science lessons, particularly in Years 3 and 6. The teaching in these lessons included the teachers' very good knowledge of what was being taught and the highly skilled use of individual, group and class work. For example, in a Year 3 science lesson, the class teacher made very good use of group work so that pupils were highly motivated and involved in drawing round each other's body, as the outline for positioning and identifying the bones of the human skeleton. The pupils learned a lot in a short time because the session was highly structured and the pupils' excitement was managed very well.
6. All teachers manage pupils well and are positive in their relationship with the children, for example, by giving praise and recognition for good work and effort. Each class has a small number of pupils who find learning and/or appropriate levels of behaviour difficult to sustain. In each class are a number of more able pupils that set a different challenge for teachers, to produce work that meets their needs. Teachers produce detailed planning of lessons designed to meet these differing needs. They then deliver the lesson in an interesting way that engages the attention of the pupils. Any unacceptable responses are dealt with in a firm, but friendly, manner, so that pupils are left in no doubt as to what is expected of them. Close liaison between teachers and teaching assistants further enhances this positive management as both adults are setting consistent expectations. Very good relationships between staff and pupils lead to good learning taking place in a range of subjects.
7. Teachers have to work hard to overcome limitations imposed by some parts of the accommodation. There is no space to comfortably accommodate a computer suite or a larger library area. Teachers are well organised. They carefully plan for group work and the deployment of teaching assistants makes the best use of clusters of computers and access to limited space. The focused use of in-service training has enabled staff to keep their knowledge up to date, particularly in key areas such as literacy and numeracy. Training in ICT has yet to be completed. Teachers meet regularly with colleagues and governors to discuss their work and agree on priorities and whole-school needs. This has been particularly effective in establishing a collaborative system of planning and the integrated use of the special educational needs co-ordinator and classroom helpers, and in setting consistent expectations for teaching and learning. Headteacher, staff and governors are supportive of each other, which produces effective teamwork aimed at maintaining and improving standards of pupils' work and the quality of education provided.

### **Very strong teamwork provides a positive learning environment for the pupils.**

8. Teamwork is evident in many facets of school life. People work well together and are set a very good example by the headteacher who explicitly exemplifies the caring and supportive tone for the work of the school. Staff set consistently high expectations for pupils' learning and behaviour. New teachers receive good support from their colleagues and induction is effective in drawing them into the ways of working of the school. Consistent expectations have a positive effect on the standards of work being produced and are an important factor in the continuing success and popularity of the school. In practical terms, the staff know the pupils well, set challenging targets and expectations, and track progress regularly.
9. Through teamwork, the school has a clear sight of how it should improve further and this vision is enshrined in the current school improvement and development plan. This plan is drawn up in consultation with staff and members of the governing body, which produces a common understanding of the way ahead. Suggestions for improvement are taken on board after appropriate discussion and consideration have taken place. The school and its staff demonstrate confidence about their work through monitoring and evaluating their own performance. For example, the school began to question the continuity and progression of pupils' learning in science in both key stages, particularly in investigational and experimental aspects of the subject. A plan of action has been established with the first actions now under way to improve this recognised need. This is just one example of self-evaluation being carried out effectively. The process continues through the school regularly, with contributions encouraged and welcomed from any source. Discussion with staff and governors shows an appreciation of the need to work hard to maintain and improve the work of the school and a clear commitment to attain the highest possible standards. The school is very aware of its own needs and sets about taking action in a rigorous fashion. The current school improvement and development plan provides an appropriate agenda for further improvement.
10. The teamwork which characterises the work of the school helps to make it a welcoming place for the pupils. Those pupils spoken to during the inspection stated that they enjoy coming to school. This was confirmed by parents' comments at their meeting. Parental questionnaire responses showed very high agreement about their children liking school. The strong, positive school ethos is based on providing regular feedback to pupils, so that their efforts are valued. Staff show a genuine concern for pupils' needs whether they are of an academic or personal nature. Teachers know their pupils well. Pupils feel secure and well cared for, with the result that they show high levels of confidence and positive attitudes. They are also aware of the clear expectations set by the school for their behaviour and learning. The supportive and caring nature of the school encourages dialogue between staff and children. This approach has fostered in pupils a strong sense of what is right and wrong. Pupils' personal development is encouraged through the wide range of lessons and educational and residential visits. Pupils receive a thorough grounding in basic skills, especially in English and mathematics. This firm foundation of learning helps them to make increasingly good progress as they move through the school.

**Good and improving management is provided by key staff as a result of very good leadership by the headteacher.**

11. The headteacher provides strong leadership that has established a clear educational direction for the work of the school. Astute leadership and management have been a major part of the school's continuing development as it has grown in size in recent years. The headteacher has wisely involved key members of staff in whole-school development, along with the governing body. A prominent feature of the school and its positive ethos is the teamwork between the headteacher and her staff. Teachers, non-teaching staff and governors work well together and are set a good example by the headteacher, who explicitly sets the caring and supportive tone for the school. Staff are frequently consulted about their work and respond positively as a result of this open approach. Staff development and appraisal arrangements focus on addressing recognised needs of staff within the identified priorities of the school. For example, the deputy headteacher's management of the school's successful bid to gain 'Investor in People' status followed the identification of the importance of developing staff and, at the same time, increased his own effectiveness as a key staff member.
12. As the school has grown in size, and staff expertise has developed, key staff have been encouraged to take greater responsibility for their work. One particularly successful improvement since the 1997 inspection has been the increasing effectiveness of co-ordinators in monitoring and evaluating provision, and the quality of teaching and learning taking place in their subjects. This is most noticeable in literacy and numeracy which have been areas of particular focus in the last few years. Co-ordinators have a clear view of what has been achieved and drawn up good action plans to guide further developments. As part of the team effort involving other staff, the headteacher, governors and local education authority staff, they have carried out a comprehensive range of actions to monitor and evaluate the standards of teaching and learning taking place. Co-ordinators of other subjects have introduced schemes of work, scrutinised teachers' planning and pupils' work, and compiled portfolios of pupils' work, setting out expected standards. These good levels of management have resulted in individual co-ordinators having a clear view of the standards being achieved through the school. This information is enabling them to make better-informed decisions about future actions to improve standards further. For example, co-ordinators for those subjects with a high priority are able to talk in an informed manner about current provision and why their action plans contain the priorities they do. The headteacher and key staff receive excellent encouragement from the governing body as they go about their work.

**Excellent work is carried out by the governing body in supporting and challenging the work of the school.**

13. Governors work hard and provide excellent support for the school. They take appropriate actions to address agreed priorities, as set out in the improvement and development plan. Governors ask probing questions and raise pertinent issues arising from the information they receive. They have a clear and well-documented understanding of the school, its strengths and relative weaknesses. They carry out their statutory duties with a very high level of expertise and experience.
14. The work of the governing body is set out in a very clear management plan which supports and oversees the agreed priorities of the school. The plan includes a monitoring programme that provides a very clear focus for the oversight of the school's work. The governing body has put in place a highly effective structure of formal meetings. For example, whole governing body meetings are held regularly and provided with information and recommendations from sub-committees. The recommendations

from these working groups are used with good effect to inform the decision-making process. Minutes of meetings are kept to a high standard and provide a very clear summary of actions taken and decisions made. Governors are involved in the school in many ways, for example working alongside teachers who have management responsible for subject development and regularly attending formal meetings – all aimed at getting their work done efficiently and effectively. During the inspection, governors with responsibility for keeping a particular oversight of literacy and numeracy were seen to have a very clear view of school development in these areas.

15. Governors show a genuine interest in the life of the school through many less formal contacts with the headteacher, staff and parents, for example, at special events in the school year. Governors are involved in monitoring the school's performance through such means as analysing test results and in scrutinising reports from the headteacher and her staff. Finances are managed very well. Resources are consistently applied to agreed priorities and the overall development of the school.

### **WHAT COULD BE IMPROVED**

16. There are no major areas that require improvement. The school is increasingly effective at working out its own priorities, based on a wide range of information about pupils' performance. This information is analysed by headteacher, staff and governors and used to produce a good quality school improvement and development plan. The plan represents an appropriate agenda, recognises areas for further development and contains action plans to bring about improvement and raise standards further. The action plans are suitably detailed and well supported by identified resources. There are three areas that should continue to be given priority. The ongoing work to improve pupils' writing is producing some good improvements, particularly at Key Stage 2, but needs to be sustained so that a fuller impact on standards is achieved across the school. Actions to improve the provision for science and ICT are bringing about good developments in such areas as practical science and control technology. They should be continued, to consolidate and further improve the consistency of teaching and learning in these aspects of the subjects. The planned monitoring and evaluation of improvements in science and ICT should be pursued to ensure that the actions have a positive impact on the standards of pupils' work.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

17. The following actions are already detailed in the school development and improvement plan. In looking to improve further, the school should continue to give priority to:
  - continuing the many actions under way which focus on improving pupils' writing;
  - improving the provision for the teaching and learning of science and ICT throughout the school;
  - monitoring and evaluating the outcomes of improved provision in science and ICT for their impact on the standards of pupils' work.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	28	5	0	0	0
Percentage	0	15	72	13	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	298
Number of full-time pupils known to be eligible for free school meals	55
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	75
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	17	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	19
	Girls	14	15	16
	Total	30	31	35
Percentage of pupils at NC level 2 or above	School	79 (86)	82 (80)	92 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	15	16	12
	Total	33	34	30
Percentage of pupils at NC level 2 or above	School	87 (78)	89 (78)	79 (86)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	22	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	20
	Girls	21	17	21
	Total	38	32	41
Percentage of pupils at NC level 4 or above	School	88 (86)	74 (81)	95 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	19	18	19
	Total	34	35	36
Percentage of pupils at NC level 4 or above	School	79 (74)	81 (74)	84 (88)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	269
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26.6
Average class size	29.8

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	166

### ***Financial information***

Financial year	2000-2001
	£
Total income	560496
Total expenditure	553419
Expenditure per pupil	1714
Balance brought forward from previous year	13207
Balance carried forward to next year	20284

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	298
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	4	0	1
My child is making good progress in school.	47	44	5	2	1
Behaviour in the school is good.	29	59	4	3	4
My child gets the right amount of work to do at home.	29	55	11	2	2
The teaching is good.	50	43	3	1	2
I am kept well informed about how my child is getting on.	38	39	15	5	2
I would feel comfortable about approaching the school with questions or a problem.	56	39	1	4	0
The school expects my child to work hard and achieve his or her best.	51	46	1	0	2
The school works closely with parents.	34	42	17	4	2
The school is well led and managed.	48	41	4	3	3
The school is helping my child become mature and responsible.	39	51	3	5	2
The school provides an interesting range of activities outside lessons.	12	37	22	13	16